

12-9-2;11-2

## Take A Stand

<b>Grade Level</b>	Twelfth
<b>Minimum Time Required</b>	30 Minutes
<b>Materials/Resources</b>	Two sheets of paper, One with a plus (+) and the other with a minus (-) List of gender equity issues
<b>Subject Area(s)</b>	Social Studies - Guidance

### Project Description:

1. Tell the students that this activity helps clarify and understand their attitudes and beliefs about equity issues. It does this by having them take stands on a wide range of current topics.
2. Using two sheets of poster paper, place one with a plus sign at one end of the room and one with a minus sign at the other end. Ask the students to imagine a continuum (line) running between the two points.
3. Explain that the plus sign represents agreement or "for it" and the minus sign represents disagreement or "against it." The middle is a neutral stand.
4. Tell them that this is a time to be very curious and to remember to respect each other's opinions.
5. Instruct the students to stand in a line from plus to minus.
6. Call out the items from the suggested list on the following page.
7. Tell the students to move to a point between plus and minus that represents their feelings or attitudes about the item you have just stated. Allow them to see where they stand in relation to others in the group.
8. After students have taken a stand, ask for a few comments from each side about why they chose their particular stand. Allow for dialogue about the comments.
9. After calling out several items, announce to the students that they can call out other areas which concern them.
10. Lead a discussion with the following questions:
  - Did you have difficulty taking a stand on any particular issue?
  - What stands of others surprised you?
  - Did any patterns emerge--by gender or other areas?
  - Did the same people consistently line up together? Why?
  - How do these issues affect career choice, relationships, self-esteem, achievement?

<b>Career Development Standard</b>	Skills to make decisions. Understanding the continuous changes in male/female roles.
<b>Career Development Indicator</b>	Identify alternatives in given decision making situations. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
<b>Delivery Level</b>	Review
<b>Academic Standards</b>	
<b>Language Arts</b>	4.1.b deliver oral information in a logical, organized, and coherent manner.
<b>Social Studies</b>	1.3.b analyze the values and belief systems found within various groups and cultures.
<b>Employability/SCANS Skills</b>	Thinking Skills Basic Skills
<b>Assessment/Rubric</b>	Students will be evaluated based on class participation.

## TAKE A STAND

FOR IT-AGREE

AGAINST IT-DISAGREE

Men as Nurses  
Women as Airline Pilots

Men as Kindergarten Teachers  
Women as Police Officers (CIA Agents)

Fathers Staying Home while Mothers Go to Work  
Women Fighting in a War (on the Front Line of Combat)

Males as Hair Stylists  
Females Playing Football

Men Coaching Women's Basketball  
Women Coaching Men's Basketball

Boys as Babysitters  
Women Building Roads (Bridges)

Women with a Young Baby Going to Work Outside the Home  
Men Staying Home to Care for a young Baby

Male Crying about Something Sad  
Females Acting Tough (cussing)

Men Cleaning Toilets at Home  
Women changing the Brakes on the Family Car

Males as Secretaries  
Woman as US President

Teasing Girls about How they Look  
Teasing Boys about How They Look

Girls Getting Dirty  
Boys playing with kitchen Toys and Dishes

Women wearing Suites and Ties  
Men Wearing Earrings

Boys Playing with Baby Dolls  
Girls Playing with War Toys

Father as "Boss of the Family"  
Mother as "Boss of the Family"

Males as Cheerleaders  
Expulsion for pinching Butts in School Hallways

Nude Calendars in Lockers at School  
Females or Males Dressing Seductively Expect to be Sexually Harassed